Implementation Of The Independent Curriculum On English Language Learning : Case Study

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ARTICLE INFO	ABSTRACT

The purpose of this case study was to investigate how the Group Investigation strategy is used in learning English in the classroom, and how it affects learning outcomes, as well as how Merdeka Curriculum is implemented. This study intended to add to the existing literature on the effectiveness of Presentation with Practice as a learning method in the context of comprehension and vocabulary acquisition, particularly in developing students' skills in learning English. Data was collected from interviews, observations, documentation, and report of students in SMAN 03 Mandau and SMKN 02 Pinggir. The results showed that the strategy of Provision of Materials with Practice was effective for teaching English, especially for students' comprehension and vocabulary growth. The use of Projector and Internet as Learning Media, and in the strategy of Presentation with Practice provides an opportunity for students to easily share their views and engage in an effective learning process while working together.

Introduction

Media in an educational perspective is a very strategic instrument in determining the success of the teaching and learning process. Because its existence can directly provide its own dynamics to students. The word learning media comes from the Latin *"medius"* which literally means *"middle"*, intermediary or introducer literally means

"middle", intermediary or introduction. In Arabic, media intermediary or messenger from the sender to the recipient of the message.

In the traditional learning paradigm, the teaching and learning process usually takes place in the classroom with the presence of the teacher in the classroom and a rigid schedule arrangement where the teaching and learning process can only take place in the classroom. In the current paradigm, the teacher's dominance is reduced and plays more of a role as a facilitator and not as the only source of learning.

Emphasizes that e-learning refers to the use of Internet technology to provide a series of solutions that can improve knowledge and skills (Rosenberg). In the concept of e-learning, not only learning materials are provided online, but also characterized by the existence of a system (in the form of software) that regulates and monitors the interaction between teachers and learners (lecturers and students), both of which are direct (synchronoius) and delayed (asynchronoius).

The teaching and learning process will run effectively and efficiently if supported by the availability of supporting media. The provision of media and educational methodologies that are dynamic, conducive, and dialogical is necessary for the optimal development of the potential of students. This is because the potential of students will be more stimulated if assisted by a number of media or facilities and infrastructure that support the interaction process that is being carried out and implemented.

It is necessary to prepare the methods and strategies to be used to support the accomplishment of the learning goals that were previously designed during the learning process. A method for learning a discussion is one of the most widely used learning methods. "In cooperative learning professors, students work together in four member materials governing by the teacher" (Joni, 2011:15). Identifying the essence of cooperative learning is a method of learning designed to train academic skills, social skills and interpersonal skill (Riyanto, 2010:267). Student team achievement division (stad) is one of the cooperative studies that USES small groups with a heterogeneous number of members of each group of 4-5 learners (Trianto, 2017:68). Being the creator of the stad model, this learning consists of five main components: class presentation, team, quiz, individual progress scores and team recommendations (Slavin, 2015:143).

The group's investigative techniques are supported by media use, one is a social media platform, one is the WhatsApp group, PowerPoint, and Word. Social media platform WhatsApp group makes it easier for students to continue discussing with each other. PowerPoint and Word are used to make it easier for students to give and deliver the group discussion results. Social learning media is the use of the media in the process of learning to teach is not an additional function, but has a self-help to achieve effective teaching situations (Sudjana, 1991). One of the social media platforms used was whatsapp. The whatsapp application is present as a learning medium that can improve Effectiveness and efficiency in the English learning process (Kusuma, 2021). The whatsapp can be a useful social media platform for encouraging students to post and

share interesting photos or videos about their learning activities during continued discussion (Ramadani, 2019).

Method

This study was designed as a case study. A case study is a method for thoroughly examining a case, environment, or group of interactive individuals. This method makes a case or special investigation in their own condition (fraenkel, 2009). Case study methods are preferred in research because they allow in-depth research into cases or facts based on questions about "how" and "why" and cannot be controlled by researchers (yldrm & imşek, 2000 in perihan dinc artut, 2018). The study investigates the group's investigation through direct discussions in the classroom, and discussions through the whatsapp group. The study involves qualitative case studies. The purpose of this case study is to investigate how the Group Investigation strategy is used in learning English in the classroom, and how it affects learning outcomes, as well as how Merdeka Curriculum is implemented. Data collection uses interview techniques, observation, documentation, and report. The data analysis used is the collection of questions, based on the situation in the field, and finding answers that are relevant to the issues that arise.

Finding and Discussion

Substance Of The Case Study
Table 1: Case Study SMAN 03 Mandau

Judul	Implementation Of The Independent Curriculum On English Language Learning
Object of the Case Study	State SHS 03 Mandau
Abstract	This case study aims to find out and observe how much the implementation of the independent curriculum has affected English language learning in senior high schools . The sample used in this case study is first grade students at the 03 Mandau State Senior High School. Data collection was carried out by direct interviews with English teachers in each school. The results of this case study show that more than 50% of students in the school have an interest in English based on how the teacher presents the material digitally and provides ice breaking.
Case Study Will Be Used In The Course	Current Issue
References	(Aswadi Jaya, Rudi Hartono, Frimadhona Syafri, Rahayu Puji Haryanti, 2023) (febiola, 2023)

Table 2: Set of Questions

What are the methods of teaching English?	The methods used are: conferencing by teachers, presentations by students, group discussions, and administering of training or homework.
Are the materials presented in accordance with the free curriculum?	All the materials presented in accordance with the free curriculum, since the English materials in the free curriculum have already had many simplification.
Are there any tecnology or media used in English studies?	Technology used such as infocus use in the learning process.
How are the students' abilities to English learning?	As in any other subject, each class has only 40%-60% more students with above average English education.
Do students's complaints or problems during the English learning process continue?	Problems such as difficulty in understanding material because of a language different from their own.
What is a student's response given when the learning process begins?	As far as the impeachment of the free curriculum provides a more positive response, due to the time of ice breaking.
How much interest do students have in English lessons?	Student interest in English learning depends on whether the morning or noon of the lesson is given.
Is there any ice breaking given to the students?	Of course there is a breaking ice provided, such as filling tables of notation,a verb, or noun, and English puzzles based on the learning materials.
How are the assessors given by a teacher against a student?	Assessments are given based on how active the student is, active in a class such as asking questions or frequently answering questions given, other assessments are taken from the exercise, homework, or qiuz.
Has English lessons been fully implemented in this school?	The application of English studies in the class has already reached 80% in science class, and 60% in social class.

This case study aims to find out and observe how much the implementation of the independent curriculum has affected English language learning in senior high schools . The sample used in this case study is first grade students at the 03 Mandau State Senior High School. Data collection was carried out by direct interviews with English teachers

in each school. The results of this case study show that more than 50% of students in the school have an interest in English based on how the teacher presents the material digitally and provides ice breaking.The English learning methods used include conferencing, presentations, group discussions, and training or homework. Materials are presented in accordance with the free curriculum, which has been simplified. Technology like infocus is used in the learning process. Each class has 40-60% students with above-average English education.

Problems like difficulty understanding material due to a different language can be addressed through impeachment. Student interest in English learning depends on the time of the lesson. Breaking ice activities, such as notation tables and puzzles, are provided. Assessments are based on student activity, such as asking questions or frequently answering questions.

Table 3: Case Study SMKN 02 Pinggir

Judul	Implementation Of The Independent Curriculum On English Language Learning
Object of the Case Study	State VHS 02 Pinggir
Abstract	This case study aims to find out and observe how much the implementation of the independent curriculum has affected English language learning in Vocational High Schools. The sample used in this case study is first grade students at the 02 Pinggir State Vocational High School. Data collection was carried out by direct interviews with English teachers in each school. The results of this case study show that more than 60% of students in the school have an interest in English based on how the teacher presents the material digitally and provides ice breaking.
Case Study Will Be Used In The Course	Current Issue
References	(Aswadi Jaya, Rudi Hartono, Frimadhona Syafri, Rahayu Puji Haryanti, 2023) (febiola, 2023)

Table 4: Set of Question

What are the methods of teaching English?	The method most often used in learning English is that the teacher writes a long text, usually in the form of a story, then the students are asked to translate the text word by word, then the teacher memorizes it and listens to it with the

	aim of increasing the students' vocabulary, and after that the students are asked to read. forward texts one by one with the aim of improving students' reading in English.
Are the materials presented in accordance with the free curriculum?	All material follows the Merdeka Curriculum, for example dialogue in pairs in front of a specified theme.
Are there any tecnology or media used in English studies?	The technology and media commonly used are Google Classroom, Zoom when there are online classes.
How are the students' abilities to English learning?	Students' abilities in learning English are different, there are some students who really only know the vocabulary you, love, me or simple vocabulary, there are some students whose abilities are intermediate, and there are also students who are proficient in English due to taking courses and studying independent outside of school learning.
Do students's complaints or problems during the English learning process continue?	The difficulties for students in learning English are the difficulty of pronunciation in reading due to the difference in articulation between reading and the way it is pronounced, as well as difficulty understanding grammar in the context of tenses and words as well as memorizing vocabulary.
What is a student's response given when the learning process begins?	Students who really like English will give a good response, but students who are not interested in English will give the opposite response.
How much interest do students have in English lessons?	Some students have 100% interest, some have 50% interest, and some have no interest at all.
Is there any ice breaking given to the students?	There are no ice breakers, usually students are only given questions as ice breakers from the teacher's explanation of the material.
How are the assessors given by a teacher against a student?	The first assessment given by teachers to students is ability in learning English, then manners and behavior and attendance.
Has English lessons been fully implemented in this school?	The application of English studies in the class has already reached 60% until 80% all major in this school.

This case study aims to find out and observe how much the implementation of the independent curriculum has affected English language learning in Vocational High Schools. The sample used in this case study is first grade students at the 02 Pinggir State Vocational High School. Data collection was carried out by direct interviews with

English teachers in each school. The results of this case study show that more than 60% of students in the school have an interest in English based on how the teacher presents the material digitally and provides ice breaking.

The most common method for learning English involves a teacher writing a long text, translating it word by word, memorizing it, and listening to it to increase vocabulary. Students then read forward texts to improve their reading skills. The Merdeka Curriculum is followed, with technology like Google Classroom and Zoom used for online classes. Students' abilities vary, with some having only basic vocabulary, intermediate abilities, and proficient ones due to independent study. Challenges include pronunciation, understanding grammar, and vocabulary memorization.

Conclussion

The study investigates the group's investigation through direct discussions in the classroom, and discussions through the whatsapp group. The study involves qualitative case studies. The purpose of this case study is to investigate how the Group Investigation strategy is used in learning English in the classroom, and how it affects learning outcomes, as well as how Merdeka Curriculum is implemented. Data collection USES interview techniques, observation, documentation, and report. The data analysis used is the collection of questions, based on the situation in the field, and finding answers that are relevant to the issues that arise. The group's investigative techniques are supported by media use, one is a social media platform, one is the WhatsApp group, PowerPoint, and Word. Social media platform WhatsApp group makes it easier for students to continue discussing with each other. PowerPoint and Word are used to make it easier for students to give and deliver the group discussion results.

The English learning methods used include conferencing, presentations, group discussions, and training or homework. Materials are presented in accordance with the free curriculum, which has been simplified. Technology like infocus is used in the learning process. Each class has 40-60% students with above-average English education. Problems like difficulty understanding material due to a different language can be addressed through impeachment. Student interest in English learning depends on the time of the lesson. Breaking ice activities, such as notation tables and puzzles, are provided. Assessments are based on student activity, such as asking questions or frequently answering questions. The application of English studies in the class has reached 80% in science class and 60% in social class.

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intermediate abilities, and proficient ones due to independent study. Challenges include pronunciation, understanding grammar, and vocabulary memorization. Interest in English varies, with some students showing 100% interest, 50% interest, or no interest at all. Teachers assess students' ability, manners, behavior, and attendance. The application of English studies in class has reached 60% to 80% of all majors in this school.

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